

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Ridgeland High School

District: Jasper County School District

Principal: Mr. Brian Simon

Superintendent: Dr. Delacy Sanford

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Ridgeland High School is located in a rural area of Jasper County, South Carolina, and is one of two high schools that were opened this school term. In August 2007, Jasper County High School was closed, and two new K-12 educational facilities were built - a south campus that houses the Hardeeville Jr. /Sr. High School (7-12), and a north campus - Ridgeland Senior High School (10th-12th). This change slightly shifted the population demographics, which resulted in a decrease in the Hispanic population at Ridgeland. This year our school serves 424 students in grades ten through twelve. The demographic make up is 83% African American, 11% Caucasian, 5% Hispanic and 1% other. Presently, 67.2% of the students receive free or reduced lunch. We have 30 certified teachers on staff. The ethnic make up of the staff is as follows: seven Caucasians, one Spanish, one Romanian, five Indians, and eighteen African Americans.

Passage Rate of HSAP Students by Gender, Ethnicity, Free/Reduced Lunch, with Disabilities, and English Language Learners

Females	Males	African Americans	Caucasians	Hispanic	Free/Reduced Lunch	Students with Disabilities	ELL
78.2%	71.4%	75.0%	88.2%	61.5%	70%	81.8%	70.%

Student Attendance

2005 - 2006	2006 -2007	Difference
96.6%	94.9%	-2.3%

Teacher Retention Rate

2005	79.1%
2006	78.7%
2007	72.6%

A needs assessment survey administered to parents, teachers, and students, along with comments and input through public forums as well as data analysis of the various test scores indicate the following areas that need improvement at Ridgeland High.

Identified Needs:

1. Student achievement in the core content areas.
2. On going job embedded staff development.
3. Incentives to enhance teacher recruitment and retention.

The results from the South Carolina High School Assessment Program (HSAP) for the past three years have shown small increments of growth, but they are not at the level of expected progress to meet our goals. Jasper County High School's 2007 passage rate for first attempt tenth graders was 55.0% an increase of 14% over the 2006 report card when students had a passage rate of 41.0% on High School Assessment Program test. The passage rate on the report card in (2006) showed a 12.0% decrease from (2005) when the passage rate was 53.2%. This shows an irregular pattern of growth instead of the firm incremental and sustainable growth needed to meet expected progress.

The On-Time Graduation rate and HSAP passage rate are constantly fluctuating as seen in the following charts:

HSAP (High School Assessment Program) First Attempt Passage Rate for 10th Grade Students (This chart shows a four-year passage rate for 10th graders who took and passed both parts of the exam on their first attempt)

2007	55.0%
2006	41.0%
2005	53.2%
2004	48.8

The HSAP Longitudinal Passage Rate (This chart shows the passage rate of students who took HSAP in grade 10 and failed one or both parts but passed both parts by graduation two years later)

2007	75.3%
2006	92.8%
2005	70.5%
2004	93.1% (Exit Exam)

The On-Time Graduation Rate (This chart shows a four-year graduation rate of students who entered the 9th grade and graduated on time four years later)

2007	62.2%
2006	81.2%
2005	70.5%
2004	83.4%

The End of Course percent of students scoring 70% or above on all tests for 2007 was 37.0%. The End of Course results are as follows:

Percent passing for the last three years

Subject	2005	2006	2007
English	44.6%	55.1%	38.8%
Physical Science	10.5%	22.0%	15.0%
Algebra I	38%	45.7%	48.9%
Biology	26%	18.6%	

The tenth grade students are assessed using Measures of Academic Performance (MAP) as a diagnostic tool. Through analyzing the data, we know that on the English/Language Arts area 20% scored below basic, 46.8 % basic, 23.2% proficient and 10.0% were advanced. In the mathematics area 41.7% scored below basic, 34.2% basic, 17.6 proficient, and 6.4% advanced. We also know that mathematics, science, and reading are our weakest areas; therefore, we need to target assistance to increase rigor and relevance in curriculum and instruction. We must also provide ongoing, embedded staff development in order to ensure academic growth in all of our students. USA Test Prep is used as benchmarks for longitudinal HSAP students.

Teacher credentials, training, and operational procedures were assessed by the administration. Information based on the data reviewed from classroom observations, HSAP, EOCT, and teacher survey results indicate at least 30% of the teachers need training in standards based strategies, in interpreting HSAP/MAP data, and developing strategies to deliver the standards in classroom instruction. A need exists to retrain teachers in curriculum, and technology integration in the delivery of state standards. To assist in this matter, the leadership team meets bi-monthly to review data, assess the needs and implementation of curriculum and develop monitoring strategies to improve student achievement. All information is then shared with staff.

In order to address identified needs based on the data above, the Focused School Renewal Plan will address these three goals:

- Improving 10th grade first attempt on HSAP in the areas of English/language arts and mathematics
- Improving HSAP longitudinal passage rate
- Improving End of Course passage rate

The Leadership team have implemented the following programs to address the schools goals and identified needs in the Focused School Renewal plan. High School Assessment Program (HSAP) classes in mathematics and English/Language Arts are required for juniors and seniors who have not met the requirement for a South Carolina State Diploma. Enrichment classes are provided for freshmen and sophomore students who scored below basics on their PACT/MAP/EOCT test (double dose) of English and mathematics. We use MAP and USA Test prep as a diagnostic test and benchmarks to determine areas of strengths and weaknesses. Our computer assisted programs are used to supplement the academic areas of reading (Academy of Reading) and mathematics (Acellus). The after school program and Saturday school provide tutoring in all core areas and assists with HSAP and EOCT. Ridgeland High School First Time Test Taker Team focuses on sophomores to provide assistance through parent/student conferences, academics, and behavioral attitudes. In terms of teacher training we participate in High Schools That Work and Jasper County School District professional development for the staff, professional material to assist teachers in classroom instruction, and technical visitation.

We believe that improving these areas will improve our graduation rate. This focused school renewal plan also provides for increased job embedded staff development, implementation of the curriculum, and targeted assistance for teachers to ensure student achievement and success.

ADDENDUM: Ridgeland High School was reconfigured for the 2008-2009 school year to include ninth through twelfth grade. Thus, adding the ninth grade from Ridgeland Middle School. Goal 3 of Instructional Leadership on Inclusion was eliminated and the strategies from goal 3 were included in goal 2 under differentiated instruction. The District has changed their goals based on the recommendations given by the South Carolina State Department of Education

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

July	Finalize Master Schedule to include HSAP Establish Enrichment Classes for students who are deficient in ELA and/or math Update/Revise Curriculum to align standards
August	Disaggregated Data for enrichment classes Conduct Standards Based Workshop Review expectations for lesson plans Review differentiation strategies
September	Develop Classroom Observation Schedule Distribute Professional Development Calendar Begin Study Groups in content area Conduct Academic Vocabulary Daily Warm up Conduct training on Computer Assisted Programs Develop and issue testing schedule –MAP & USA Test Prep Hold Principal/ Student Conferences with senior HSAP deficient students Announce HSAP incentives for students Use Data Teams to analyze test scores Begin After School Program (PASS) & Saturday School Begin Vocabulary Program/Sustained Silent Reading Begin Computer Assisted Programs Establish first time test takers team Monitor lesson plans for implementation of strategies Conduct Assessment Workshop to determine alignment to content standards
October	Continue Study Groups in content areas Review Differentiation Strategies Continue Classroom Observations Administer HSAP Test Administer Nine Week Benchmark test Analyze test data and adjust instruction if needed Continue After School/Saturday School Monitor lesson plans for implementation of strategies Provide incentives for students who met goals

November	<p>Continue Study Groups in content areas</p> <p>Continue Classroom Observations</p> <p>Continue After School Program & Saturday School</p> <p>Monitor lesson plans for implementation of strategies</p>
December	<p>Continue Study Groups in content areas</p> <p>Continue Classroom Observations</p> <p>Continue After school Program & Saturday School</p> <p>Review Oct. HSAP Scores to determine effectiveness of strategies</p> <p>Identify Students who did not pass HSAP and conduct additional parent meetings with goal setting</p> <p>Monitor lesson plans for implementation of strategies</p>
January	<p>Continue Study Groups in content areas</p> <p>Continue Classroom Observations</p> <p>Continue After school program/Saturday school</p> <p>Administer benchmark #2 (common assessments) and analyze data to determine adjustments</p> <p>Hold goal setting Parent/Student Conferences</p> <p>Conduct High Schools That Work (HSTW) Staff Development</p> <p>Monitor the lesson plans for implementation of strategies</p> <p>Assign Mentors & Peer Tutoring partners</p>
February	<p>Continue Study Groups in content areas</p> <p>Continue Classroom Observations</p> <p>Continue After School program/ Saturday School</p> <p>Continue Differentiated Training</p> <p>Administer MAP & USA TEST PREP</p> <p>Analyze data from MAP and USA TEST Prep for target growth</p> <p>Prepare report and documentation for State Department</p> <p>Monitor the lesson plans for implementation of strategies</p>
March	<p>Continue Study Groups in content areas</p> <p>Continue Classroom Observations</p> <p>Continue After school program/ Saturday school</p> <p>Jaguar attack (Test Preparation for HSAP)</p> <p>Monitor lesson plans for implementation of strategies</p> <p>Continue Mentor & Peer Tutoring programs through May</p>
April	<p>Continue Study Groups in content areas</p> <p>Continue Classroom Observations</p> <p>Continue After school program/Saturday school</p> <p>Administer HSAP Test</p>
May	<p>Continue Study Groups in content areas</p> <p>Continue Class Observations</p> <p>Continue After school program/Saturday school</p> <p>Provide Student Incentives</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 64% of first attempt High School Assessment Program (HSAP) students will score at level 2 or above as measured by their September 29 – October 3 or February 2 – 13, 2009, 2008 Measures of Academic Progress (MAP) scores using the MAP/HSAP correlation (209 in English and 223 in mathematics).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Teach content vocabulary across the curriculum each class period	Instructional Coach-E. Ladson Leadership Team	Sept. 2008	Principal and Leadership Team will review all classroom teacher's lesson plans bi- weekly using the Ridgeland High School Weekly Lesson Plan Checklist to ensure that vocabulary drill is incorporated in the lesson plan, and that it is directly related to the subject matter being taught. Teachers are given a copy of the lesson plan checklist for feed back. Principal and Leadership Team will conduct classroom observations quarterly and provide written feedback to teachers regarding their level of implementation and make recommendations\accommodations. B. Simon and E. Ladson are the responsible persons.
2. Provide professional development on content standards and the use of data analysis to improve classroom instruction	Principal-B. Simon, Instructional Coach-E. Ladson	Sept. 2008	Principal and Instructional Coach will review professional development calendar monthly to schedule and monitor professional development activities and review the evaluations following the training for effectiveness. Principal and Leadership Team will conduct classroom observations quarterly to gauge how data is being used to improve classroom instruction and provide written feedback to teachers. B. Simon and E. Ladson are the responsible persons.
3. Use diagnostic data from MAP (Measures of Academic progress) to identify weaknesses and target instruction and create data notebooks	E. Ladson Teachers	Sept. 2008	Instructional Coach will meet with content area teachers quarterly to analyze and discuss the diagnostic data from the teacher's data notebooks. The Instructional Coach will monitor the data notebooks along with the teachers to insure

			that each teacher is able to use the data to target instruction. E. Ladson is the responsible person.
4. Establish first-time test takers team to evaluate academic progress, student attendance, and behavior	Principal-B. Simon Instructional Coach-E. Ladson, 10 th Grade teachers	Sept. 2008	Principal and Leadership Team will establish a first-time test taker team which will meet bi-monthly to monitor and evaluate academic progress, attendance, behavior and make recommendations for adjustments. B. Simon and E. Ladson are the responsible persons.
5. Provide incentives for those students who score in the median or above range as measured by MAP	Principal-B. Simon	Feb. 2009	B. Simon and Leadership team will identify students who have met the goals on MAP and establish a time to award incentives that will encourage the students to continue to work towards their goals. B. Simon is the responsible person.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, 91% of the longitudinal HSAP students will score 70% or above on the September 16, 17 and 18, 2008 or February 2 – 13, 2009 USA Test Prep benchmark test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Establish HSAP English and math classes for all students who have failed one or both parts of the HSAP assessment	Principal-B. Simon, Guidance Dept. - E. Hazel & S. Cobb Instructional Coach- E. Ladson	July, 2008	Guidance will develop the master schedule during the spring/summer of 2008 to include HSAP classes for students who have failed one or both parts of HSAP. – E. Hazel and S. Cobb are the responsible persons.
2. Provide after-school (PASS) and Saturday school tutorials	Principal- B. Simon, Assistant Principal- G. Tinsley, Instructional Coach- E. Ladson	Sept. 2008	Principal and Instructional Coach will provide after- school and Saturday tutorials beginning in September to students who have deficiencies or who need assistance and teachers will be given a list of students with their deficiencies. Assistant Principal and Instructional Coach will monitor the after-school and Saturday program monthly for student attendance and evaluate how deficiencies are being addressed. Written feedback will be provided monthly to teachers. B. Simon, G. Tinsley, and E. Ladson are the persons responsible.
3. Conduct individual student conferences to review their data and establish individual growth plans	Principal-B. Simon/Teachers	Sept. 2008	Principal and teachers will conduct individual student conferences to review their data and establish individual growth plans. Plans will be monitored quarterly to determine progress towards the goal and adjustments that may be needed. B. Simon is the person responsible.
4. Provide continuous support to students, through mentors and peer tutors	Principal-B. Simon	Sept. 2008	Principal will schedule time in September for students and mentors\peer tutors to meet and to receive verbal and written feedback from mentors and peer tutors bi-monthly to determine the effectiveness of the support. B. Simon is the responsible person.

5. Provide incentives to those students who pass both parts of the USA Test Prep	Principal-B. Simon	Sept. 2008 & Feb. 2009	Principal will identify students who have met the goals on MAP and establish a time to award incentives that will encourage the students to continue to work towards their goals. B. Simon is the responsible person.
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 42% of students who take end of course tests will score 70% or above as measured by their September 16, 17, and 18, 2008 or February 2 – 13, 2009 USA Test Prep.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide professional development to insure that teachers can use diagnostic data from USA Test prep and MAP to identify weaknesses and target instruction	Principal-B. Simon, Assistant Principal-G. Tinsley, Instructional Coach-E. Ladson	Sept. 2008	Principal and Leadership team will review professional development calendar monthly to schedule, plan and monitor professional development activities for all members of the faculty and staff. An evaluation form will be used after each activity for effectiveness immediately following each training session. The feedback evaluations are used to provide suggestions and recommendations for additional professional development training. Principal and Leadership team will conduct classroom observations quarterly to gauge how data and training are being used to improve classroom instruction and provide written feedback to teachers. B. Simon, G. Tinsley, E. Ladson are the persons responsible.
2. Provide common planning time twice per month for professional development so that teachers can review standards, assessments, and pacing guides	Principal-B. Simon	Sept. 2008	Instructional Coach will schedule common planning time bi-monthly for professional development to review standards, assessments, and pacing guides to make sure instruction is aligned and make adjustments based on the data for benchmarks and other assessments. Principal and Leadership team will conduct classroom observations quarterly to gauge how data and training are being used to improve classroom instruction and provide written feedback to teachers. B. Simon is the person responsible.

3. Develop and use common assessments where applicable	Instructional Coach-E. Ladson Leadership Team Teachers	Sept. 2008	Leadership Team will meet with teachers quarterly to develop and review common assessments for their effectiveness and alignment with the standards. Results from Benchmarks will be reviewed to assess the mastery of standards taught. Adjustments will be made as needed. E. Ladson is the responsible person.
4. Provide English and math enrichment classes for students who scored below basic on the Palmetto Achievement Challenge Test (PACT)	Principal-B. Simon, Guidance Dept.-E. Hazel & S. Cobb	Aug. 2008	Guidance will review student rosters in summer 2008 to ensure that all students who scored below basic on PACT are enrolled in enrichment classes. Principal and Leadership Team will conduct classroom observations quarterly to gauge how teachers are meeting the needs of the students with deficiencies and provide written feedback. B. Simon, E. Hazel and S. Cobb are the responsible persons.
5. Provide incentives for students who successfully pass the End of Course Tests	Principal-B. Simon	May, 2009	Principal and Leadership Team will identify students who have met the goals on MAP and establish a time to award incentives that will encourage the students to continue to work towards their goals. B. Simon is the responsible person.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 64% of the first time HSAP students will score at level 2 or above as measured by their February 2 – 13, 2009 MAP scores using the MAP/HSAP correlation (209 in English and 223 in mathematics).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Meet with 10 th grade teachers and establish the First Time Test Taker team (FTTT) and meeting dates	Principal-B. Simon, Guidance- S. Cobb, Instructional Coach-E. Ladson 10 th Grade Teachers	Sept. 2008	Principal and Instructional Coach will meet with first time test taker teacher team quarterly to review grades, collect and evaluate student test data, monitor attendance data, and schedule parent-teacher conferences to ensure first time test takers are prepared to meet with success on the HSAP. B. Simon, S. Cobb and E. Ladson are the responsible persons.
2. Assure that First Time Test Taker Teacher team has individual records of 10 th grade students that are deficient in mathematics and English	Principal- B. Simon, Guidance Dept. S. Cobb	Sept. 2008	Principal and Leadership Team will meet with FTTT monthly to analyze student test data, report cards, attendance data, Parent-Teacher conference forms, and student checklist to ensure that individual student needs are met. B. Simon and S. Cobb are the responsible persons.
3. Hold individual goal setting conferences with students and parents	Teachers Guidance Dept.- S. Cobb	Sept. 2008	The First Time Test Taker team will meet quarterly to conduct parent-student conferences to review student individual growth plans and checklist to determine whether to continue strategies or revise the plans. Conferences will be held with 10 th grade teachers, 10 th grade guidance counselor, parents and students. S. Cobb is the responsible person.
4. Implement the "MAP" Honor Roll for students who volunteer for PASS (after school program)	Principal-B. Simon, Instructional Coach- E. Ladson, Guidance-S. Cobb	Oct. 2008	Principal, Instructional Coach and Guidance will review student's MAP scores for the "MAP" Honor Roll twice a year. B. Simon, E. Ladson and S. Cobb are the responsible persons.
5. Implement MAP Minute to enhance map test skills awareness in grades 9 th -10 th	Principal-B. Simon, Instructional Coach-E. Ladson	Oct. 2008	Principal and Instructional Coach will review lesson plans quarterly for incorporation of MAP Minute activities. B. Simon, E. Ladson are the responsible persons.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 2009, the principal will have observed 100% of the 45 teachers using the schools observation instrument to assess the frequency to which teachers use differentiation of instruction to improve student achievement, as measured by the February 2 – 13, 2009 Measures of Academic Progress (MAP).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Conduct initial and on-going professional development on the inclusion process	Principal-B. Simon, Assistant Principal-G. Tinsley, Instructional Coach-E. Ladson	Sept. 2008	Principal and Instructional Coach will review professional development calendar monthly to schedule and monitor professional development activities and review the evaluations following the inclusion training for effectiveness on differentiated instruction. B. Simon, E. Ladson, G. Tinsley are the responsible persons.
2. Develop a schedule for classroom observation	Principal-B. Simon, Assistant Principal-G. Tinsley, Instructional Coach-E. Ladson Leadership Team	Sept. 2008	Principal and Administrative team will conduct classroom observations weekly using The Ridgeland High School – Informal/Formal Classroom Observation form to gauge how differentiation is being used to improve classroom instruction and provide written feedback (recommendations and commendations) to teachers. Follow up to teachers is documented on the Teachers Conference Notice. B. Simon, G. Tinsley, E. Ladson are the responsible persons.
3. Discuss the effectiveness of differentiation during departmental and team meetings	Principal-B. Simon, Assist. Principal-G. Tinsley, Instructional Coach-E. Ladson	Sept. 2008	Principal and Instructional Coach will conduct classroom observations quarterly to ensure that differentiation strategies are being used to improve instruction. Written feedback will be provided to teachers. B. Simon, G. Tinsley, E. Ladson are the responsible persons.
4. Review students Individual Education Plans (IEP's) to identify areas of weaknesses to accommodate and target instruction	Principal-B. Simon, Instructional Coach-E. Ladson Special Education Teachers	Aug. 2008	Special Education teachers will review IEP's quarterly. Instructional Coach will review lesson plans for accommodations. Principal will monitor compliance of accommodations through classroom observations. Special Education and general education teachers will use the co-teaching model to deliver instruction. B. Simon, E. Ladson are the responsible persons.

5. Work with guidance to schedule students	Principal-B. Simon Guidance Dept. E. Hazel, S. Cobb	Aug. 2008	Principal and Guidance will review the Master Schedule and teacher schedules during the summer for inclusion of students with special needs. Principal will monitor classes to determine effectiveness of the strategy. Principal will meet with teachers, parents, and students as needed to discuss the success of students and determine the need for adjustments. B. Simon, E. Hazel and S. Cobb are the responsible persons.
6. Conduct a quarterly teacher assessment to evaluate student success of grade level teaching	Instructional Coach E. Ladson, Special Education, General Education Teachers	Oct. 2008	Instructional Coach, special and general education teachers will review the instructional strategies and accommodations used for delivery of classroom instruction quarterly to determine areas of students' success and weaknesses and make plans for improvement. E. Ladson will be the responsible person.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, 64% of first attempt High School Assessment Program (HSAP) students will score at level 2 or above as measured by their March 2009 Measures of Academic Progress (MAP) scores using the MAP/HSAP correlation (209 in English and 223 in mathematics).

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Each district level administrators will conduct 5 classroom visits each week to ensure that the high school curriculum is being implemented. Feedback will be provided to the principals based on the observations that were made.	Superintendent, Deputy Superintendent, District Level Administrators	September 2008 ongoing	This indicator will provide building level administrators/teachers with the back ground knowledge of the secondary curriculum that they will be observing in the classrooms. Evidence: <ul style="list-style-type: none"> • Completed Observation logs • Review of Teacher’s Lesson Plans (Dr. Al Arbee Deputy Superintendent will collect this data.)
Provide ongoing professional development for in the following areas: <ul style="list-style-type: none"> ▪ Utilization of data to improve instruction <ul style="list-style-type: none"> ○ MAP-Using Descartes to differentiate instruction ○ How to differentiate instruction ○ Using results from quarterly benchmarks to remediate and differentiate instruction 	Deputy Superintendent- Dr. Al Arbee/ Professional Development Coordinator/ Ms. Tigner, DTC -Joyce Gerald	September 2008 ongoing	This indicator will apprise instructional staff of the appropriate SC Standards based differentiated instructional strategies that they should be using in the classrooms: Evidence: <ul style="list-style-type: none"> • Sign in sheets, • Reflections from professional development surveys • Observation logs of teachers using the specific strategies noted. • Lesson plans that show the use of differentiation and using data to inform classroom instruction (Deputy Superintendent will collect this data.)
Provide professional development in the areas of differentiation of instruction	Deputy Superintendent- Dr. Al Arbee/ Professional Development Coordinator/ Ms. Tigner	September 2008 ongoing	This indicator will apprise instructional staff of the appropriate SC Standards based differentiated instructional strategies that they should be using in the classrooms Marzano, Tomlinson, & Milton will be used as resources for this training: Evidence: <ul style="list-style-type: none"> • Sign in sheets, • Reflections from professional development surveys • Observation logs of teachers using specific strategies • lesson plans that show the use of differentiation of instruction to meet student needs (Deputy Superintendent will collect this data.)

<p>Provide ongoing professional development in the following areas:</p> <ul style="list-style-type: none"> Implementation of the curriculum that should be pursued in grades 9-12 High School Literacy(from High School That Work) 	<p>Deputy Superintendent- Dr. Al Arbee/ Professional Development Coordinator/ Ms. Tigner</p>	<p>September 2008 ongoing</p>	<p>This indicator will apprise instructional staff of the appropriate SC Standards based instructional strategies that they should be using in the classrooms.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Sign in sheets, Post professional development reflections-professional development surveys Observation logs of teachers using the specific strategies noted. Lesson plans of that show the use of differentiation and using data to inform classroom instruction <p>(Deputy Superintendent will collect this data.)</p>
<p>District level administrators will conduct Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be discussed at principal's meetings.</p>	<p>Deputy Superintendent, Dr. Al Arbee/ Testing Coordinator, Joyce Gerald Professional Development Coordinator/ Ms. Tigner</p>	<p>September 2008 ongoing</p>	<p>This indicator will provide structure for the building of data teams at each school. It will also foster or empower the "Driving" of instructional practices with data.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Individual teachers audit forms completed, Review of data folders-showing the assessments used by the teachers. <p>(Deputy Superintendent will collect this evidence)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

By April 1, 2009, 91% of the longitudinal HSAP students will score 70% or above on the September 2008 or March 2009 USA Test Prep benchmark test.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District level administrators will conduct 5 classroom visits each week to ensure that the adopted curriculum for the End of Course Test is being implemented.	District Level Administrators,	September 2008	This indicator will direct administrators with reference to their weekly responsibilities. Evidence: <ul style="list-style-type: none"> Copies of observation logs Evidence of the curriculum’s use in teacher’s lesson plans (Dr. Al Arbee-Deputy Superintendent will collect this data.)
Provide ongoing professional development for differentiation in the following areas: <ul style="list-style-type: none"> Utilization of data to improve instruction <ul style="list-style-type: none"> MAP-Using Descartes to differentiate instruction Using results from quarterly benchmarks to remediate and differentiate instruction 	Deputy Superintendent- Dr. Al Arbee/Professional Development Coordinator/Ms. Tigner DTC-Joyce Gerald	September 2008 Ongoing	This indicator will apprise instructional staff of the appropriate SC Standards based differentiated instructional strategies that they should be using in the classrooms: Evidence: <ul style="list-style-type: none"> Sign in sheets, Reflections from professional development surveys Observation logs of teachers using specific strategies noted. Lesson plans that show the use of data to inform classroom instruction (Deputy superintendent will collect this data.)
Provide professional development in the areas of differentiation of instruction	Deputy Superintendent-Dr. Al Arbee/Professional Development Coordinator/Ms. Tigner DTC-Joyce Gerald	September, 2008	This indicator will apprise instructional staff of the appropriate SC Standards based differentiated instructional strategies that they should be using in the classrooms Tomlinson, Marzano & Milton will be used as resources for this training: Evidence: <ul style="list-style-type: none"> Sign in sheets, Reflections from professional development

			<p>surveys</p> <ul style="list-style-type: none"> • Observation logs of teachers using specific strategies introduced in the professional development • Lesson plans that show the use of differentiation of instruction to meet the students needs <p>(Deputy Superintendent will collect this data.)</p>
<p>The district will provide support for the EOCEP Curriculum in the following areas:</p> <ul style="list-style-type: none"> ▪ Implementation of the adopted curriculum, Standards Support System curriculum Project (S-Cubed) and the specific instructional strategies to be used in the classroom setting. ▪ Utilization of data to improve instruction <ul style="list-style-type: none"> ○ MAP-Using Descartes to differentiate instruction ○ How to differentiate instruction <p>Using results from quarterly benchmarks to remediate and differentiate instruction</p>	<p>Deputy Superintendent- Dr. Al Arbee/Ms. Tigner - Professional Development Coordinator</p>	<p>September 2008</p>	<p>This indicator will support the school is its implementation of the EOCEP Curriculum "S-Cubed".</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Sign in sheets for data professional development, • Reflections from professional development, completed professional development logs with reflections. • Lesson Plans indicating implementation of the strategies <p>(Deputy Superintendent will collect this data.)</p>
<p>District level administrators and DTC will conduct monthly Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be sent to the building level administrators with comments on successful implementation or suggestions for improvement in implementation of this initiative.</p>	<p>Dr. Al Arbee- Deputy Superintendent, / Ms. Tigner - Professional Development Coordinator/ Joyce Gerald-DTC</p>	<p>October 2008</p>	<p>This indicator will provide structure for the building of data teams at each school. It will also foster or empower the "Driving" of instructional practices with data.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Individual teachers audit forms completed, • Review of data folders, showing the assessments used by the teachers. • Lesson Plans indicating the use of data in the differentiation of classroom instruction <p>(Deputy Superintendent and DTC will collect this evidence)</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

1. High School Assessment Program (HSAP) classes – acceleration classes in mathematics and English/Language Arts to assist juniors and seniors who have not met the requirements for a South Carolina State Diploma
2. Measures of Academic Progress (MAP) – Diagnostic Tests used as benchmarks
3. Enrichment Classes – provided so that students can take two classes of math and two classes of English/Language Arts
4. Preparing All Students to be Successful (PASS) – is our after school program that provides tutoring in all core areas and helps with HSAP preparation
5. Saturday School – provides tutoring in social studies, HSAP, Credit Recovery, and behavioral management
6. First Time Test Takers Team (FTTT) – All 10th grade core teachers will identify and provide assistance to 10th grade students, conduct parent & student conferences, and check list of academic and behavioral attitudes
7. Computer Assistance Programs:
 - USA Test Prep – Web base program providing diagnostic, practice, and lessons for teachers to prepare for HSAP & EOCT (End of Course Tests)
 - Academy of Reading – computer program with diagnostic tools, that places students in various levels of difficulty for practice in reading skills
 - Acellus – computer assisted math program that addresses basis math through AP Calculus
8. High School That Work (HSTW) – Southeastern Regional Laboratories – Career majors; eleven (11) key components leading to rigor and relevance in the classroom; professional development for staff, professional materials to assist in classroom instruction, and technical visitation